

TO: D.C. State Board of Education Members
FROM: SBOE Staff
RE: **STAR Framework Teacher Survey Report**
DATE: November 24, 2021

Executive Summary

This *STAR Framework Teacher Survey Report* is the second in a four-part series of reports on input and feedback received from principals, teachers, families, other D.C. residents, and experts on D.C.'s school accountability system (i.e., STAR Framework and Rating). The purpose of this report and survey was to understand teachers' experiences with the STAR Framework and Rating, as well as gather feedback on changes teachers would like to see in D.C.'s school accountability system. Key highlights and recommended changes to the D.C. school accountability system are provided below and are based on findings from the 2021 STAR Framework Teacher Survey.

Teacher Survey Key Highlights

The following are major themes and highlights from selected open-ended and multiple-choice Teacher Survey items on the STAR Framework and Rating:¹

Fairness in Assessing School Performance and Quality

Most teachers disapprove of the STAR Rating. When asked about overall ways to improve the STAR Framework, 77 out of 90 (86%) open-ended responses from teachers pointed to some form of disapproval of the rating.

Teachers view school performance and school quality differently. When framing whether the STAR Rating provides a fair assessment of their school's *performance*, teachers were nearly split (50%) on agreeing/disagreeing with this notion. Whereas when framing whether the STAR Rating provides a fair assessment of their school's *quality*, more teachers (57%) disagreed with this notion.

Middle school teachers are most likely to regard the rating as fair, and elementary teachers the least fair. About 58 percent of middle school teachers agreed that the STAR Rating was fair in assessing both least agreeing with this notion.

Most teachers don't believe the STAR Rating tells the whole story of a school's performance to families. Nearly three quarters of respondents (73%) disagreed with the notion that information conveyed by the STAR Rating provides a complete picture of their school's performance to families choosing schools for their children. A third (32%) strongly disagreed with this.

¹ Key findings are based on responses from the 267 teachers who completed the survey. A full demographic breakdown and limitations are further explained in the Findings section of this report.



Impacts on the School/Teachers

Educators are more likely to provide negative impacts the STAR Rating has on their ability to teach, compared to positive impacts. Out of 172 open-ended responses, 67 teachers (39%) described negative impacts the STAR Rating made on their ability to teach (e.g., added pressure from school leaders to increase or maintain STAR Rating stature), compared to 46 teachers (27%) sharing positive impacts (e.g., building pride among staff on their support of students).

Most teachers agreed the STAR Rating impacts the amount of attention paid to English language arts (ELA) and math at the expense of other subjects like art and social studies. Asked whether the STAR Rating affects the amount of attention paid to ELA/math at the expense of other subjects (e.g., science, art, social studies, etc.), 65% agreed with this notion, and over a quarter (26%) strongly agreed.

Significantly more elementary school teachers (71%) agreed that the STAR Rating affects the amount of attention paid to ELA/math at the expense of other subjects, compared to middle school (62%) and high school (56%) teachers. Most Title I teachers (70%) were also more likely to agree or strongly agree with this notion, compared to non-Title I teachers (48%).

School Accountability Indicators

Most teachers selected school quality indicators over academic performance indicators² when asked what they generally wanted to see reflected in the STAR Framework. Asked to select from a list of indicators teachers would want to see included in the STAR Framework, the *top four most popular* were:

1. Teacher/staff retention (71%)
2. Student safety (71%)
3. A well-rounded curriculum (68%)
4. School climate (68%)

The *four least popular indicators* were:

1. AP/IB participation (high school only) (39%)
2. Percentage of students who have reached “proficiency” on PARCC ELA/math assessments (36%)
3. Suspension rates (34%)
4. Students’ SAT scores (high school only) (25%)

² See footnote 9 under Question 16 in Findings for a full list of indicators and distinction between academic and non-academic indicators.

When asked which indicators would most help teachers support the needs of specific students/communities, and whether those indicators should be included in the STAR Rating or on a school report card, the plurality of teachers believed that measures of teacher retention and well-rounded education should be included in both, while academic achievement metrics should be reported on the report card. In an open-ended question asking teachers to provide the most important indicators to include in the STAR Framework that would support the needs of specific student populations and/or communities, 141 responding teachers provided the following *top three indicators*:

1. Teacher retention (31%)
2. Academic growth metrics (22%)
3. Well-rounded education metrics (21%)

When framed as the most important indicators to publish in the DC School Report Card, 118 respondents shared the *top three indicators*:

1. Academic growth metrics (20%)
2. Academic achievement metrics (19%),
3. Teacher retention (12%)

Academic achievement metrics were by far the top indicator teachers felt detracted from supporting the needs of specific student populations and/or communities. When asked in an open-ended question which indicators detract from helping educators focus on supporting the needs of specific student populations/communities, 128 respondents shared the top three indicators:

1. Academic achievement metrics (34%)
2. Attendance (7%)
3. Student discipline (5%)

School Support Systems

Introducing a more whole child/holistic approach to holding schools accountable was by far the most popular response teachers provided on improving the STAR Framework’s ability to steer resources to address specific needs of their school, student population, and community. Out of 100 responses from teachers, the *top three* ways to improve the STAR Framework to better steer resources to their school to help address the specific needs of their school, student population, and community were:

1. Introduce a more whole child/holistic approach to the STAR Framework (21%)
2. Put more weight into student growth and less weight on academic achievement (16%)
3. Improve how student sub-groups (i.e., English-language learners (ELL), students with disabilities, etc.) are weighted (11%)





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Teacher Respondent Overview

A total of 494 teachers responded to the survey, with 54% (n=267) completing the entire survey. In order for teachers’ responses to be considered, participants needed to have at least 2 years of experience serving as an educator in D.C.

Of the 267 respondents who fully completed the survey, elementary school teachers, had the largest representation, making up over half of respondents (n=154).³ ⁴ Most respondents (n=240) serve at DC Public Schools (DCPS)⁵; 26 responding teachers serve at public charter schools.⁶ Most respondents (n=184) reported serving at Title 1 schools. Lastly, nearly half of respondents (n=116) had 5–10 years of experience teaching. Table 1 below provides a demographic breakdown of teacher respondents.

Table 1- Teacher Respondent Demographic Breakdown

Title I Status	# of Responses	% of Responses	2019 STAR Rating Breakdown	# of Responses	% of Responses	Years Working as a Teacher in DC	# of Responses	% of Responses
Title I	184	69	1 star	28	13%	1 year	2	1%
Not Title I	58	22	2 stars	31	14%	2 years	13	5%
School Type	# of Responses	% of Responses	3 stars	21	10%	3 years	23	9%
DCPS + DCPS Alternative	240	90%	4 stars	53	24%	4 years	26	10%
Charter + Charter Alternative	26	10%	5 stars	16	7%	5-10 years	116	43%
Ward	# of Responses	% of Responses	I do not recall	67	30%	11-20 years	54	20%
Ward 1	20	8%	Not applicable.	7	3%	20+ years	33	13%
Ward 2	11	4%	Grade Bands	# of Responses	% of Responses			
Ward 3	37	14%	Elementary School	147	55%			
Ward 4	53	20%	Middle School	43	16%			
Ward 5	31	12%	High School	65	24%			
Ward 6	31	12%	Education Campus	11	4%			
Ward 7	30	12%						
Ward 8	46	18%						

Findings

The following are findings from each of the 13 survey questions and reflect only those respondents who fully completed the survey (n=267 teachers).⁷

³ Elementary school teachers were overrepresented, compared to slight underrepresentation from middle and high school teachers.

⁴ Over/under-representation notes are based on the Office of the State Superintendent of Education’s (OSSE) 2019 Teacher Workforce Report, which can be viewed here: <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Educator%20Workforce%20Report%2010.2019.pdf>.

⁵ D.C. public charter school teachers were significantly underrepresented in this survey, with only a 10 percent of the respondents identifying as a public charter school teacher—a more representative sample should include 40% public charter school teachers.

⁶ The State Board recognizes the limitations of this survey’s findings; however, this report, as mentioned in the Executive Summary, will accompany three other reports based on feedback from principals, school accountability experts, general D.C. residents, State Board members, and further feedback from teachers engaged in D.C. State Board of Education outreach events/public meetings.

⁷ For this report, teachers were disaggregated by school level (i.e., elementary, middle, high school) and Title I status because there were at least 30 respondents to provide a statistically significant comparison compared to other groups, such as STAR Rating level and ward, who had too few respondents to provide a more confident comparison across categories.



Question 9 - Teachers' Definition of School Performance

Of the 211 open-ended responses from teachers, the top three responses when asked about their definition of school performance were: (1) evaluating a school using some combination of academic (i.e., ELA/math test proficiency, academic growth, etc.) and non-academic metrics (i.e., student satisfaction, social-emotional learning, etc.) (49%), (2) evaluating a school using academic-only metrics (21%), and (3) measures of how well schools serve their communities and families (9%).

Of the respondents who defined school performance as including academic and non-academic metrics, about a tenth (9%) applied the term “social-emotional” in their definition of school performance. Another common response (6%) was that school performance meant meeting some form of a goal.

Sample Quotes

- “I believe school performance is based on test scores. In my classroom, I choose to frame performance as improvement.”
- “School performance means measuring student learning, growth and social emotional development within schools.”
- “It means how well a school is doing academically, socially, and community-based outreach.”
- “How well your school progress towards yearly goals.”

Questions 11 & 12 – Fairness the STAR Rating Provides in Assessing School Performance/Quality

Analyzing questions 11 and 12 together, teachers view school performance and school quality differently. When framing whether the STAR Rating provides a fair assessment of their school’s *performance*, teachers were nearly split (50%) on agreeing/disagreeing with this notion. Whereas when framing whether the STAR Rating provides a fair assessment of their school’s *quality*, more teachers (57%) disagreed with this notion.

Overall, when asked whether teachers believe the STAR Rating⁸ provides a fair assessment of their school’s *performance*, teachers were nearly split on whether they agreed or disagreed with this sentiment, although about twice as many teachers strongly disagreed with this notion (18%), compared to those that strongly agreed (9%) (see *Figure 1* below).

When asked whether the STAR Rating provides a fair assessment of their school’s *quality*, teachers disagreed with this notion (~57% either strongly disagreed or disagreed). Again, over half of teachers (21%) strongly disagreed with this notion, compared to 8% strongly agreeing (see *Figure 2* below).

⁸ The “STAR Framework” and “STAR Rating” are two separate terms and should not be used interchangeably. Some survey items specifically asked for either the *STAR Framework* (D.C.’s accountability framework), while other items specifically used *STAR Rating* (calculated using the STAR Framework and publicly shared as a summative rating).

Figure 1- Question 11: Fairness the STAR Rating Provides in Assessing School Performance

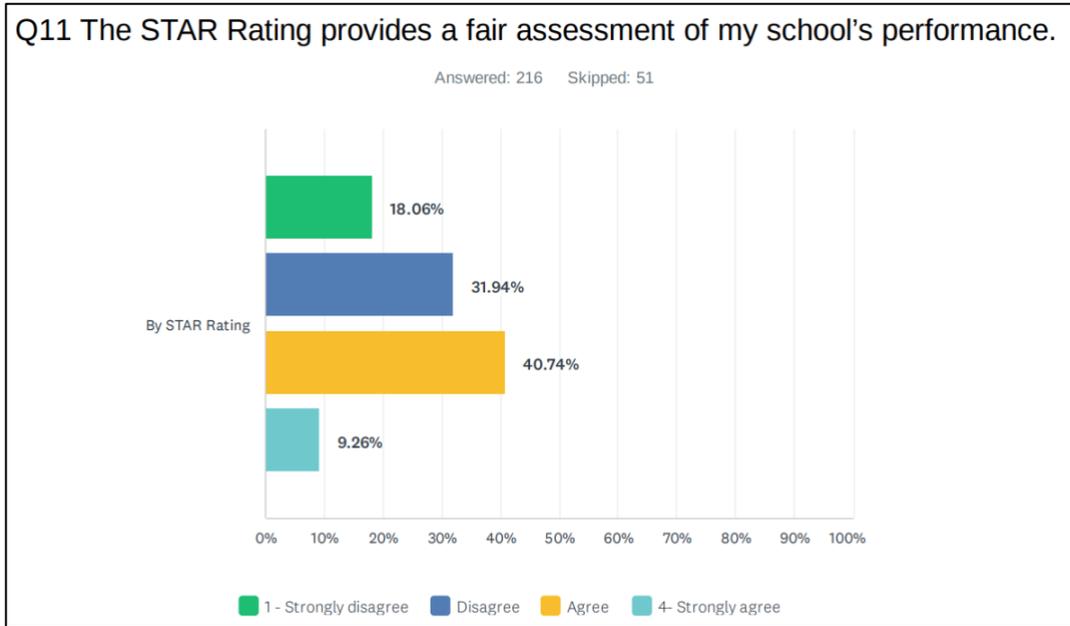
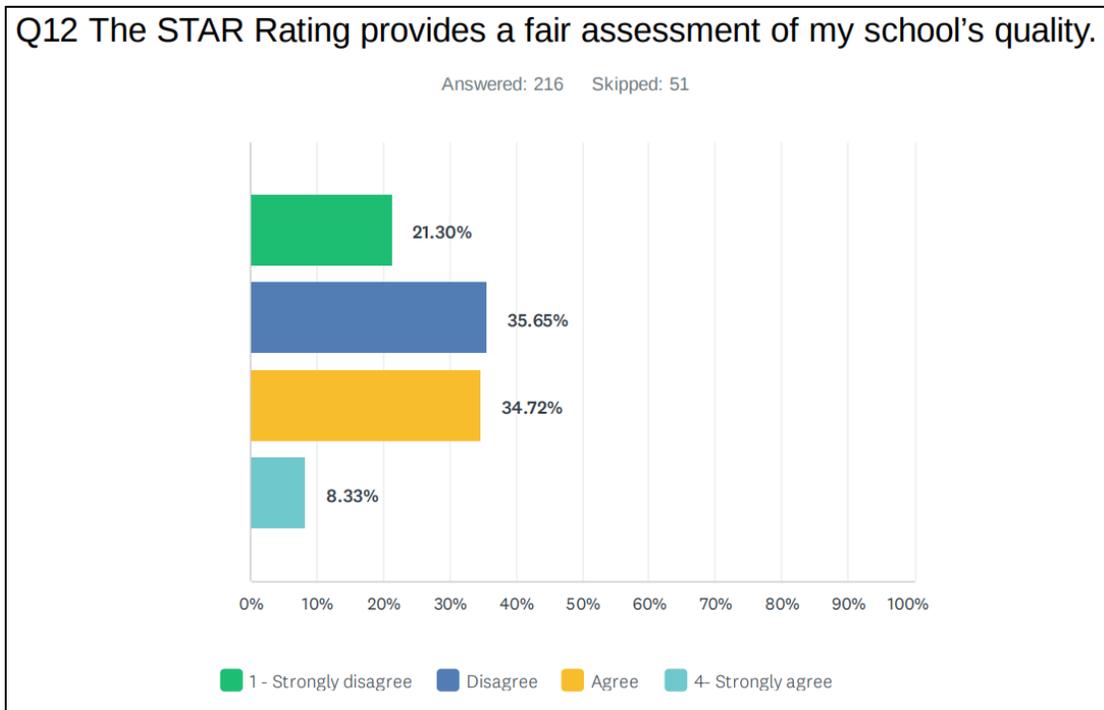


Figure 2- Question 12: Fairness the STAR Rating Provides in Assessing School Quality



Comparing teacher demographics, significant differences existed between school-level responses for both Question 11 (school quality) and Question 12 (school performance). About two-thirds of middle school teachers (67%) agreed that the STAR Rating provides a fair assessment of their school’s performance, compared to elementary (48%) and high school (43%) (see *Figures 4 and 5* below).

Figure 3- Question 11: Fairness the STAR Rating Provides in Assessing School Performance (Disaggregated by School Level)

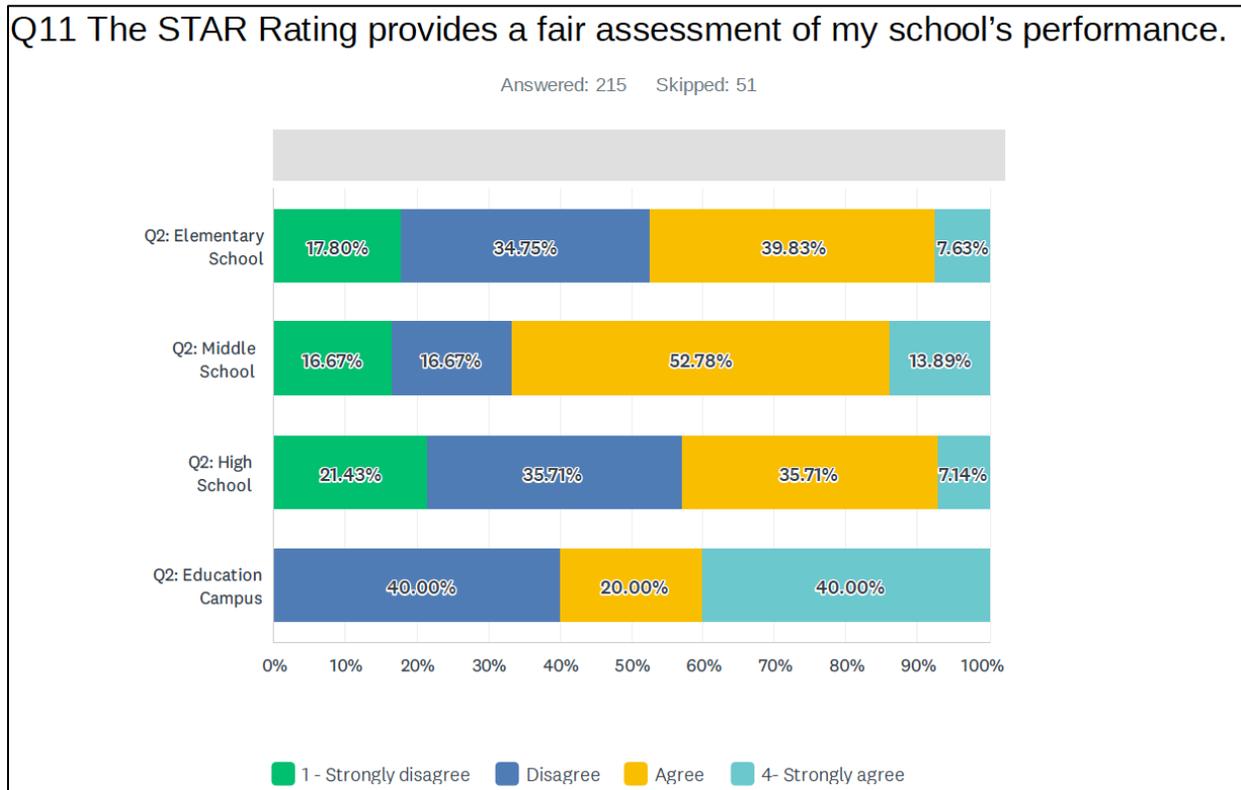
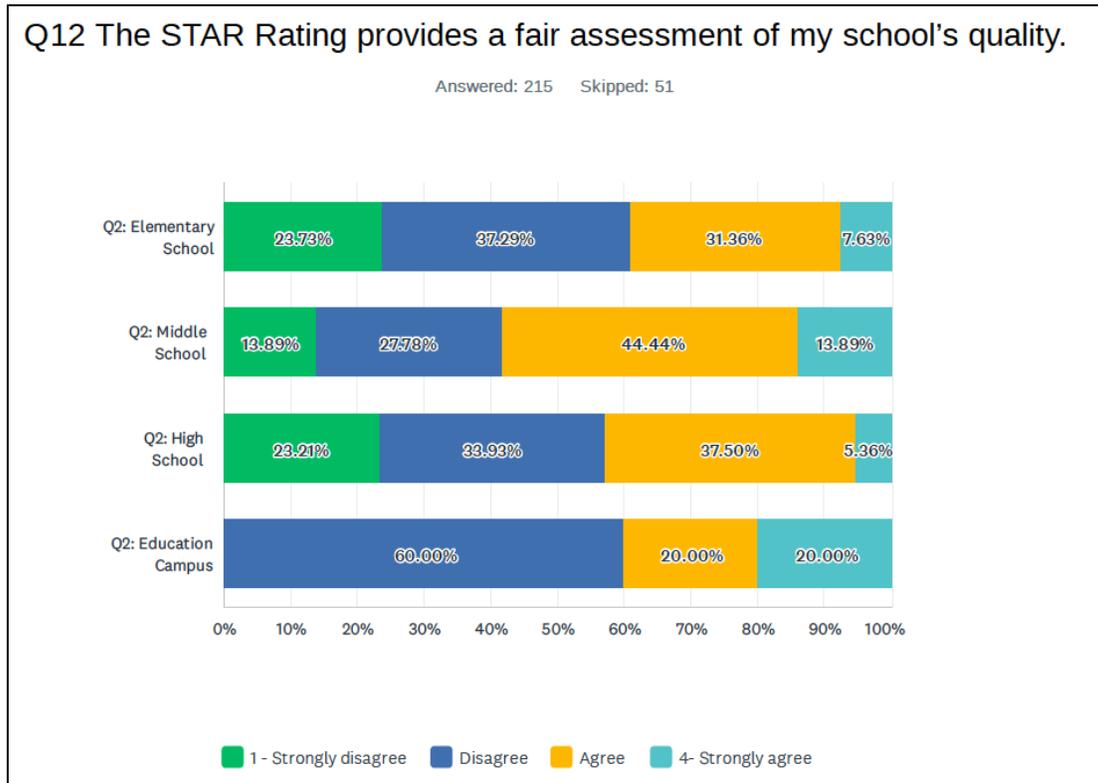


Figure 4- Question 12: Fairness the STAR Rating Provides in Assessing School Quality (Disaggregated by School Level)



Significant differences also existed between teachers who teach at Title I schools versus those who do not for both Questions 11 and 12. More Title I teachers (51%) agreed or strongly agreed the STAR Rating is a fair assessment, compared to non-Title I teachers (40%). On the other hand, there was less of a difference between these two groups' responses when asked about school *quality*. For Title I teachers, 43% agreed or strongly agreed with this statement, compared to 40 percent of non-Title I teachers (see *Figures 5 and 6* below).



Figure 5- Question 11: Fairness the STAR Rating Provides in Assessing School Performance (Disaggregated by Title I Status)

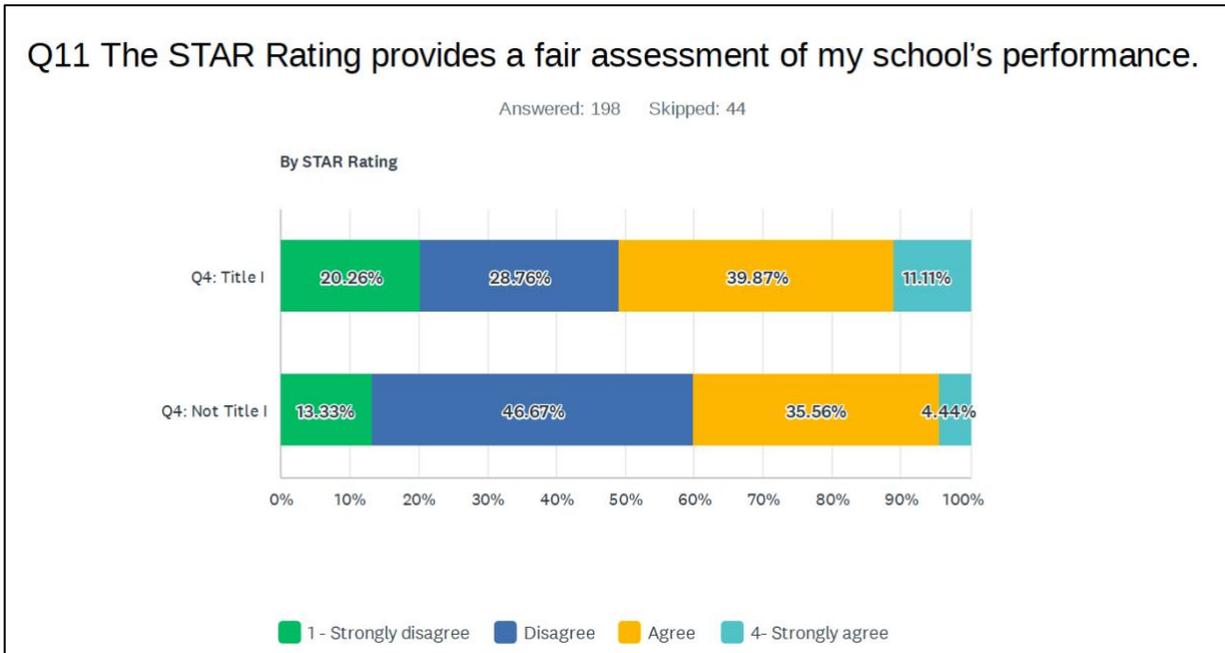
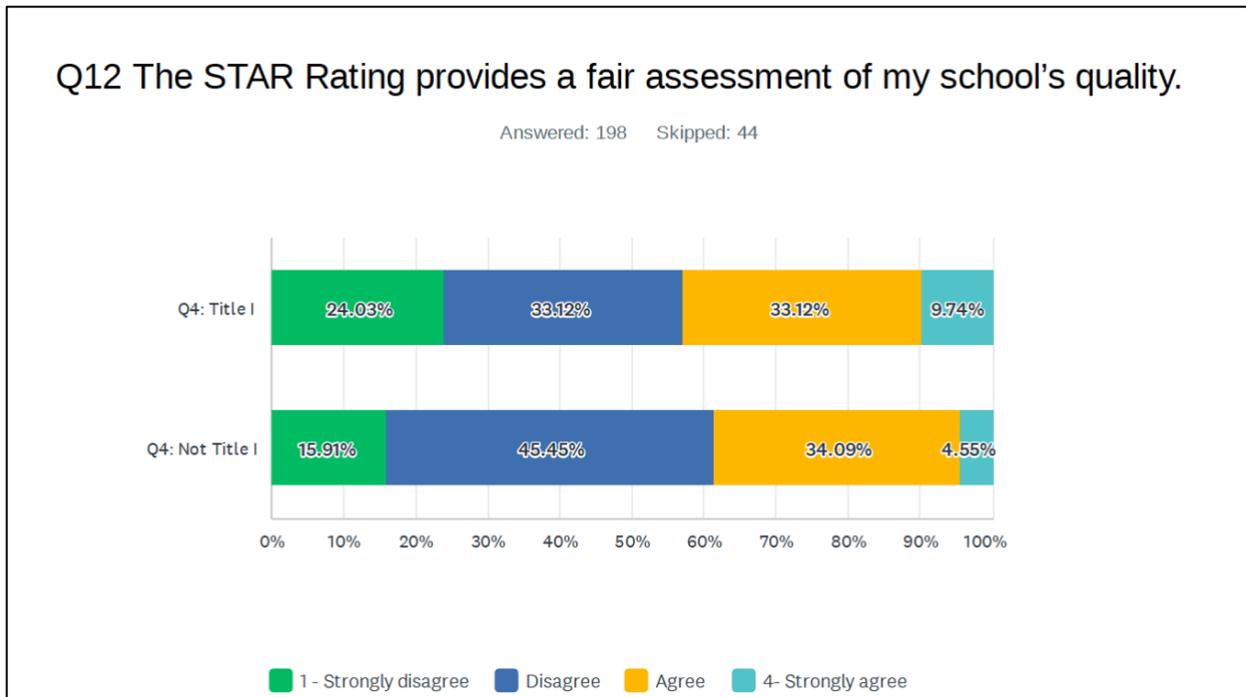


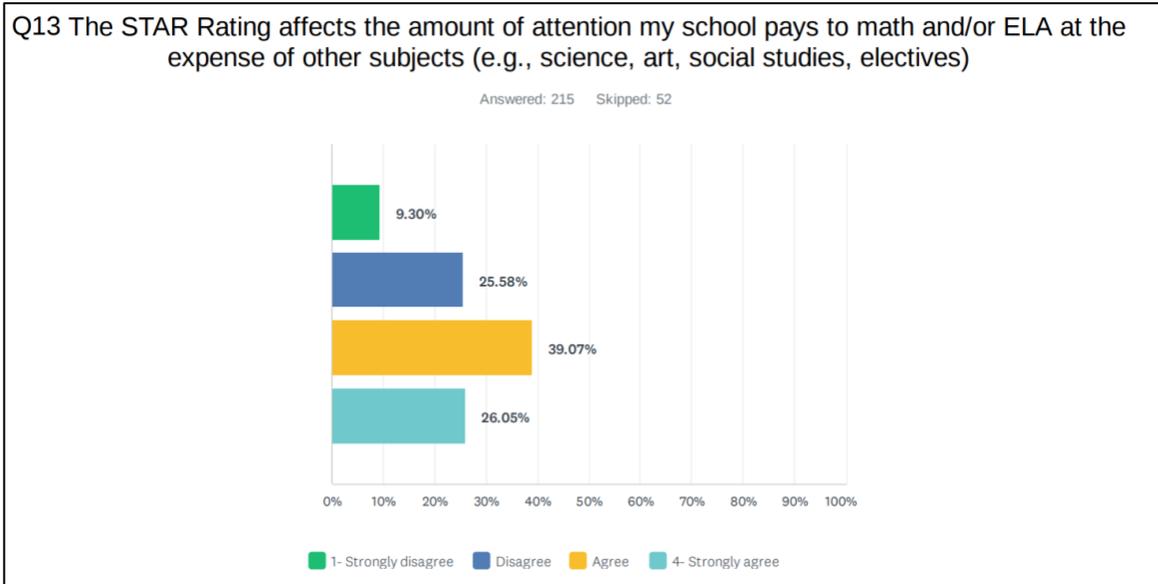
Figure 6- Question 12: Fairness the STAR Rating Provides in Assessing School Quality (Disaggregated by Title I Status)



Question 13 - Attention Paid to ELA/Math at the Expense of Other Subjects

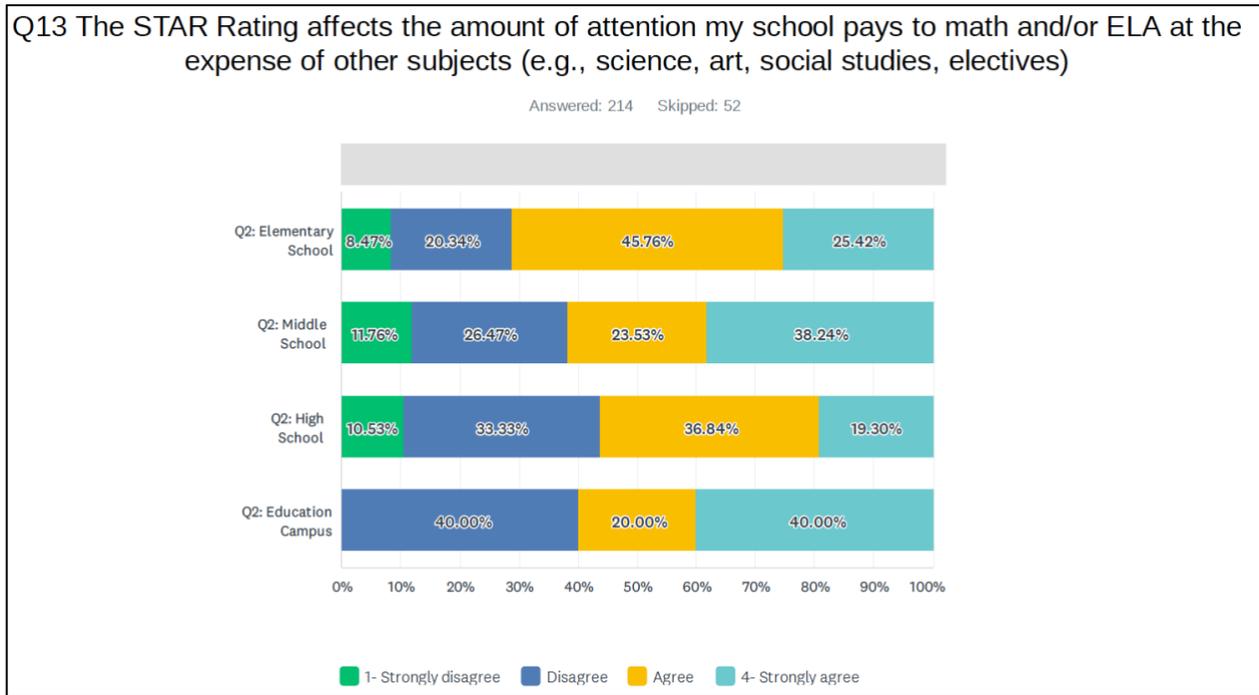
Nearly two-thirds (65%) of respondents agreed the STAR Rating affects the amount of attention paid to ELA/math at the expense of other subjects and over a quarter (26%) strongly agreed with this notion, while less than 10% strongly disagreed (see *Figure 7* below).

Figure 7- Question 13: Attention Paid to ELA/Math at the Expense of Other Subjects



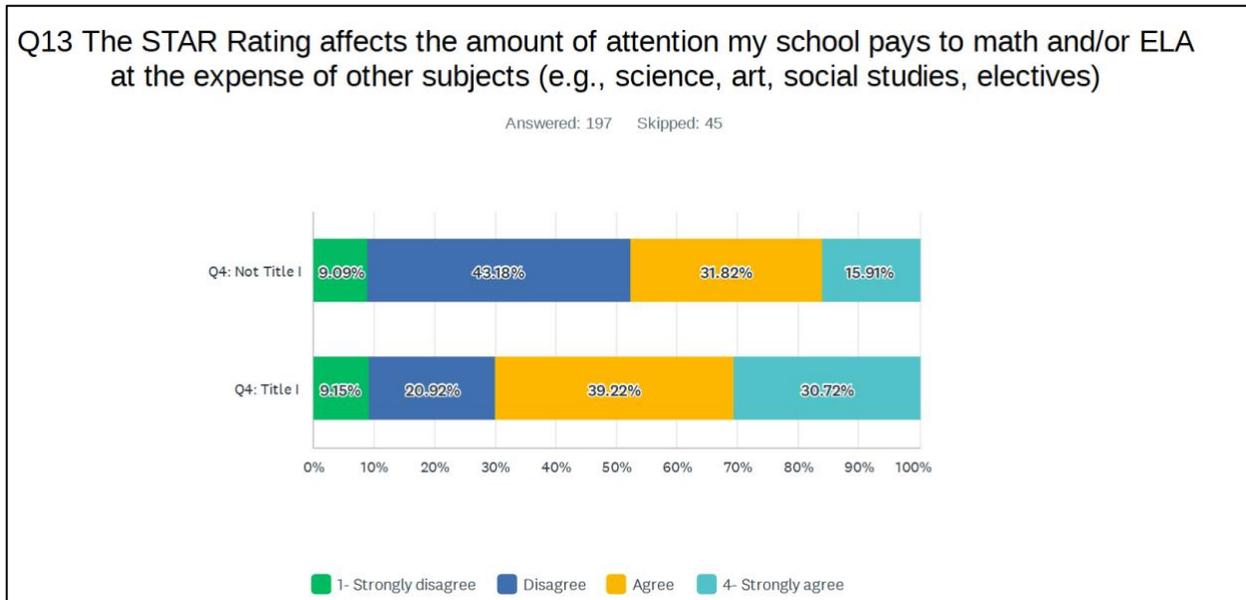
Comparing across grade levels, elementary teachers (71%) were most likely to agree or strongly agree that the STAR Rating affects the amount of attention paid to ELA/math at the expense of other subjects, followed by middle school teachers (62%) and high school teachers (56%) (see *Figure 7* below).

Figure 8- Question 13: Attention Paid to ELA/Math at the Expense of Other Subjects (Disaggregated by School Level)



Significant differences across Title I status groups were also apparent, with twice as many Title I teachers (31%) strongly agreeing that the STAR Rating affects the amount of attention paid to ELA/math at the expense of other subjects, compared to non-Title I teachers (16%). Further, most Title I teachers (70%) agree or strongly agree with this notion, compared to non-Title I teachers (48%) (see *Figure 9* below).

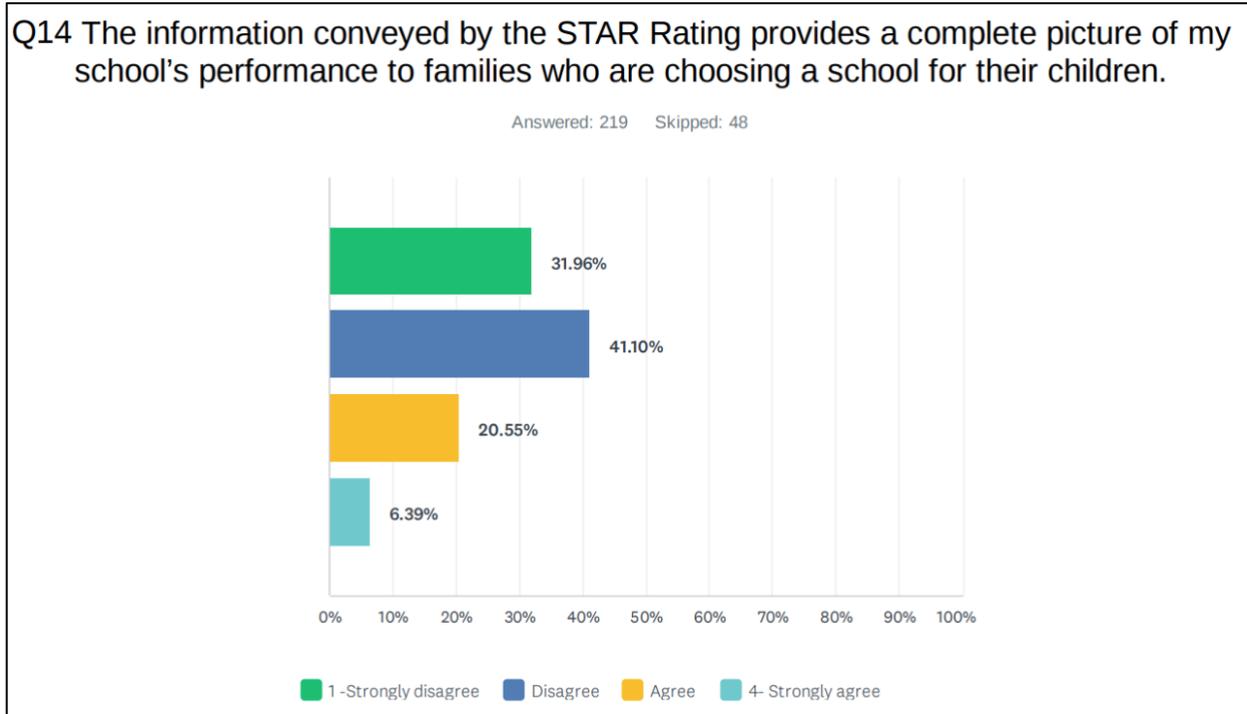
Figure 9- Question 13: Attention Paid to ELA/Math at the Expense of Other Subjects (Disaggregated by Title I Status)



Question 14 - STAR Rating Provides a Complete Picture of a School’s Performance to Families

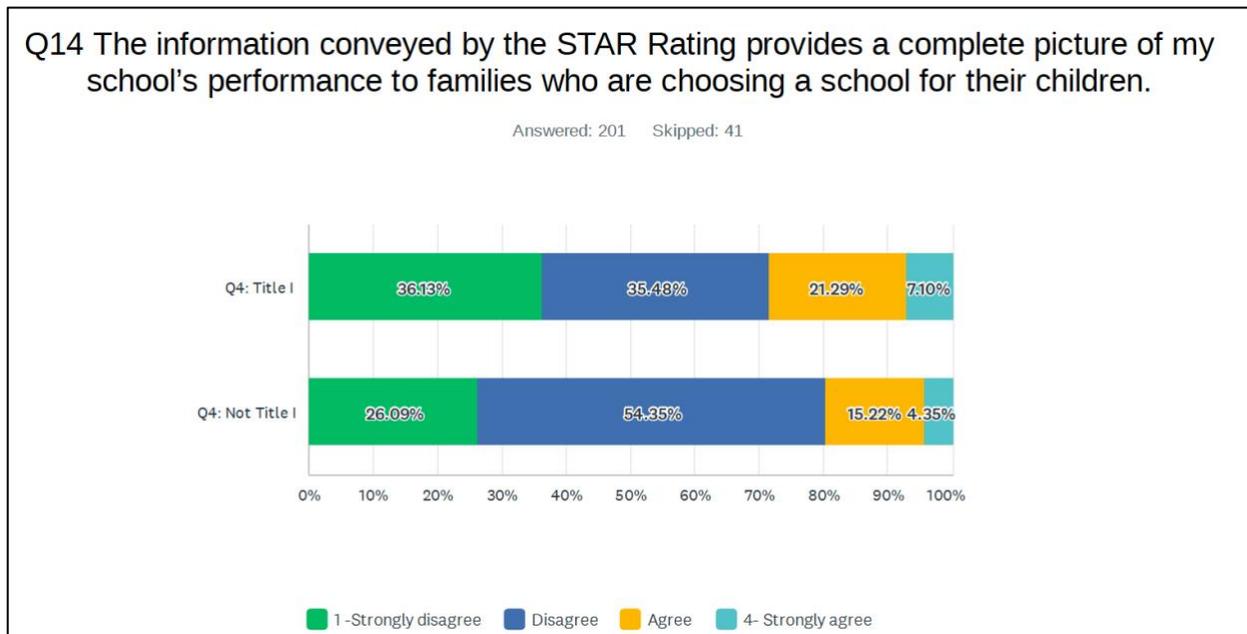
Nearly three quarters of respondents (73%) did not agree that information conveyed by the STAR Rating provides a complete picture of their school’s performance to families who are choosing a school for their children (see *Figure 10* below).

Figure 10- Question 14: STAR Rating Providing a Complete Picture of a School’s Performance to Families



Comparing Title I status, significantly more Title I teachers (28%) either agreed or strongly agreed that information conveyed by the STAR Rating provides a complete picture of their school’s performance to families who are choosing a school for their children, compared to non-Title I teachers (19%), who were more likely to disagree with this notion (see *Figure 11* below).

Figure 11- Question 14: STAR Rating Providing a Complete Picture of a School’s Performance to Families (Disaggregated by Title I Status)



Question 15 - Impacts of the STAR Rating on Educators’ Ability to Teach

Out of 172 respondents, 67 teachers (39%) provided *negative examples* of impacts the STAR Rating had on their ability to teach, the top three themes were:

1. The STAR Rating has an imbalance in weighting towards testing, while offering an unfair assessment of what occurs in the classroom (8%)
2. Puts more pressure on teachers from leadership focused on increasing or maintaining their STAR Ratings (8%)
3. Exacerbates inequality in schools (6%)

Respondents also provided *positive experiences* with the STAR Rating, with 46 teachers (27%) sharing the following top three themes:

1. Building pride in themselves for their work educating and supporting students (5%)
2. Building pride for their schools in the hard work of teachers for students and their communities (5%)
3. Increasing the level of rigor offered to students at their school (3%)

A third of responding teachers (34%) either said there was *no impact*, did not know of the STAR Framework, or only briefly heard of it in passing.



Question 16 - Indicators Teachers Want to See Included in the STAR Framework

Asked to select indicators⁹ teachers would generally want to see included in the STAR Framework, the top four were:

1. Teacher/staff retention (71%)
2. Student safety (71%)
3. Well-rounded curriculum (68%)
4. School climate (68%)

The four *least* popular indicators were:

1. Students’ SAT scores (high school only) (25%)
2. Suspension rates (34%)
3. Percentage of students who have reached “proficiency” on PARCC ELA/math assessments (36%)
4. AP/IB participation (high school only) (39%)

Question 17 - Indicators to Include in the STAR Framework and Rating that Serve Students/Community Needs

Asked specifically which indicators should be included in the STAR Framework and Rating that help schools/educators focus on supporting the needs of their school and specific student populations/community needs, 141 respondents shared *the top three indicators*: (1) **teacher retention** (31%), (2) **growth on academic assessments** (22%), and (3) **well-rounded education** (21%).

Sample Quotes

- “A measure of a well-rounded curriculum, including a curriculum rich in social studies, sciences, and the arts.”
- “I believe that teacher and staff retention is one of the best ways to see how well a school is run.”
- “Standardized test scores are important, as imperfect as they are because they show growth, however metrics need to be sure to capture if schools are skimming or excluding students to boost their scores.”

⁹ Indicators that respondents could choose from were color coded, with blue text indicators offering currently used in the STAR Rating, and orange text offering indicators not currently used in the STAR Rating. Blue text indicators (featured in the current STAR Framework) included: The percentage of students who have reached “proficiency” on PARCC ELA/math assessments, Annual test score growth of students in ELA and math (ES/MS only), Progress of students most in need, Growth in English language proficiency (for English Language Learners), Students’ SAT scores (HS Only), Proportion of students who have re-enrolled at the school in the following year, Attendance rates, AP/IB performance (HS only), AP/IB participation (HS only), 4-year graduation rate (HS only). Orange text indicators (not currently in the STAR Framework) included: Growth in reading achievement at 1st and 2nd grades, A validated indicator of school climate, Suspension rate, A measure of a well-rounded curriculum, including a curriculum rich in social studies, sciences, and the arts, Teacher/staff retention, Student safety, A validated measure of socio-emotional learning. Note that the first five *blue text indicators* were considered academic indicators, as well as the first *orange text indicator* listed.



Question 18 - Indicators to Include in the DC School Report Card that Serve Students'/Community Needs

Asked specifically which indicators should be included in the DC School Report Card—and *not* the STAR Framework and Rating—that help schools/educators focus on supporting the needs of their school and specific student populations/community needs, 118 respondents shared *the following top three indicators*: (1) **academic growth metrics** (20%), (2) **test scores** (19%), (3) **teacher retention** (12%), and (4) **school climate** (11%) stood out as the top indicators teachers listed as important to include in the DC School Report Card (but not in the STAR Framework) to help schools/educators focus on supporting the needs of their school and specific student populations/community needs.

Sample Quotes

- *“Growth and retention are equitable measurements. Behavior and safety isn’t equitable- the data is qualitative based on who creates the data.”*
- *“Standardized test performance and growth, emphasizing growth scores”*
- *“Test scores do not need to be part of the STAR Rating.”*

Question 19 - Metrics that Detract from Educators Supporting Students/Community

Out of 128 responses, **test scores** (34%) stood out prominently as the top metric that detracted from supporting a school's specific population/community and their needs. **Attendance** (7%), and **measures around discipline** (5%) were the next two most popular themes.

Sample Quotes

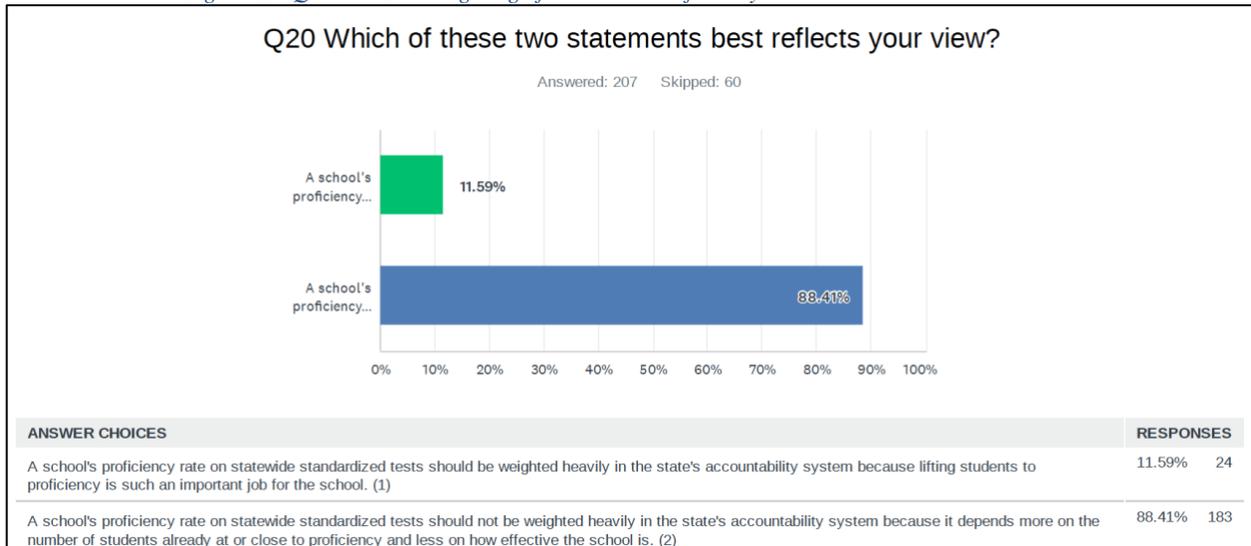
- *“Focus on test scores. There is so much more to a community than how the children perform on tests.”*
- *“Also, achievement scores have to do with so much more than what happens inside the school building, and I feel like it puts too much pressure on schools to have their students perform even when they are many years below grade level.”*
- *“Pre-K shouldn't be included for attendance. It isn't mandatory, and it isn't reflective of excused absences. Including attendance just encourages schools to pressure families to send sick kids to school.”*



Question 20 - Weighting of Academic Proficiency Scores in the STAR Framework

A majority of respondents (88%) agreed that a school’s proficiency rate on statewide standardized tests should not be weighted heavily in the state’s accountability system because it depends more on the number of students already at or close to proficiency and less on how effective the school is (see Figure 11 below).

Figure 12- Question 20: Weighting of Academic Proficiency Scores in the STAR Framework



Question 21 - Impacts of STAR Rating on School Actions, Behaviors, Policies

Out of 144 respondents, half of teachers (51%) shared that the STAR Rating made no impact, or they were unsure of any impacts the STAR Rating made on their school’s actions, behaviors, and policies.

52 teachers (36%) reported *negative impacts* the STAR Rating made on school actions, behaviors, and policies, including:

- The STAR Framework does not accurately, nor holistically, evaluate schools that reflect the reality of students, teachers, and school curricula (7%)
- The STAR Framework is hyper-focused on tests data and surface level statistics (6%)
- The design of the STAR Framework is ineffective in allocation of funding and resources to different wards (3%)

Of the *positive remarks* from teachers (13%), the top three themes include:

- The STAR Framework propels and motivates educators to perform their best and elevate the level of rigor of coursework offered to students (6%)
- The STAR Framework sets tangible goals and expectations for educators, administration, and schools to work towards which makes creating change more achievable. It has validated current instructional practices and effectiveness of intervention strategies (2%)
- The STAR Framework is an avenue for not only educators but parents and the rest of the community to be involved in the education of our students (1%)



Sample Quotes

- *“With so much emphasis being place on math and ELA, I have concerns about the effect that STAR scores have on special subject classes such as art, music, library & P.E. [physical education]. We need these classes to produce well-rounded students who ‘want’ to learn. Some of them need these classes to support them, to excite them about learning in their required subject areas.”*
- *“Negative. Negative. Negative. Schools are hyper-focused on test data. We spend a lot of money trying to game the system instead of actually investing in the long-term education of our students. It is extremely surface level, leads to spending on endless consultants and contractors and is overall a mockery of high-quality education.”*
- *“It handicaps my school from retaining good teacher or hiring potential good teachers.”*
- *“It is important to administrators, and we are reminded of it. We also go over the data and what it means for our school. Some policies are also affected by it.”*
- *“It has given us as a school a rubric we could use to help better our school. The specific areas help us to know what specifically to grow in.”*

Question 22 - Improvements to STAR Framework Regarding Steering Resources to Schools

Out of 100 responses from teachers, the *top three* ways to improve the STAR Framework to better steer resources to their school to help address the specific needs of their school, student population, and community were:

1. Introduce a more whole child/holistic approach to the STAR Framework (21%)
2. Put more weight into student growth and less weight on academic achievement (16%)
3. Improve how student sub-groups (i.e., English language learners (ELL), students with disabilities, etc.) are weighted (11%)

Sample Quotes

- *“Including elements that could measure the school culture and the investment in the social-emotional aspect of teachers will avoid teachers being overworked to support STAR Ratings.”*
- *“Parent satisfaction, student satisfaction, and longitudinal growth should be emphasized. Then families will know whether their school is warm and welcoming and capable of high quality instruction.”*
- *“Focusing on how students are growing and the environment in which they are growing within.”*
- *“We have a high [special education] SPED and [English-language learner] ELL populations and I think that gets overlooked when it comes to STAR ratings and how it compares to other schools with little to no SPED/ELL populations.”*



Question 23 - Final Thoughts

Of the 90 responses to this final survey item on teachers' overall thoughts of the STAR Framework, 19 teachers called for the STAR Framework to be eliminated. The main pattern that emerged across responses was disapproval of the STAR rating (77%). Other suggestions included those related to:

- Completely overhauling the STAR Framework (7%)
- Less testing and more growth metrics (6%)
- Make the STAR Framework more holistic (4%)

Sample Quotes

- *“Add more items to the STAR Rating that address the whole child, not just academics because we teachers do a lot more than what is used to rate the school and would like that to be represented.”*
- *“We need to be careful that changes in demographics and other factors don't unintentionally impact the data and drive the rating down or up. Sometimes the data of test scores or improvement tell only a partial story. Schools that consistently score well should have that reflected. Schools that are making consistent, significant progress should have that reflected.”*
- *“I don't think stars should be [displayed] so prominently. The website should help families identify strengths and weaknesses of schools. But that can also lead to segregation by class. So, the design of how the data is presented must be designed in a way that weighs those risks.”*
- *“As a parent, I send my kids to an elementary school that is safe, full of joy, full of educators I trust [are growing] my scholars and their STAR Rating does not reflect that. As an educator, I work in a school with a high rating and problematic culture. We have to figure out a way to flip this and make every school a quality place.”*



Teacher Survey Methodology

Surveys were distributed to DC Public School (DCPS) and public charter school teachers in all eight wards. The surveys were shared via State Board social media and emails to DCPS and public charter school principals asking them to share the link with teachers. Education organizations and agencies¹⁰ were also notified via email on October 1, 2021; it closed on October 18, 2021. The email contained a link to a 22-question Survey Monkey teacher survey.

Teacher Respondent Demographics

School Level¹¹

- Elementary school – 147 teachers (55%)
- Middle school – 43 teachers (16%)
- High school – 65 teachers (24%)
- Education Campus – 11 teachers (4%)

School Type

- DC Public School (DCPS) – 240 teachers (90%)
- DC public charter school – 26 teachers (10%)

Title I Status

- Title I school – 184 teachers (69%)
- Non-Title I school – 58 teachers (22%)
- Unsure of Title I status – 23 teachers (9%)

Ward

- Ward 1 – 20 teacher (8%)
- Ward 2 – 11 teachers (4%)
- Ward 3 – 37 teachers (14%)
- Ward 4 – 53 teachers (20%)
- Ward 5 – 31 teachers (12%)
- Ward 6 – 31 teachers (12%)
- Ward 7 – 30 teachers (12%)
- Ward 8 – 46 teachers (18%)

¹⁰ The Office of the State Superintendent of Education (OSSE), the Deputy Mayor of Education (DME), the Washington Teachers' Union (WTU), EmpowerK12, EmpowerEd, Parents Amplifying Voices in Education (PAVE), Senior High Alliance of Parents, Principals and Educators (SHAPPE), Coalition for DC Public Schools and Communities (C4DC), and D.C. Public Charter School Board (PCSB) Wednesday Bulletin.

¹¹ Pre-K 3-4 grades was not an option in this survey.



Years Experience as a Public School Teacher in D.C.

- Two years – 13 teachers (5%)
- Three years – 23 teacher (9%)
- Four years – 26 teachers (10%)
- 5–10 years – 116 (43%)
- 11–20 years – 54 (20%)
- 20+ years – 33 (12%)

Race/Ethnicity

- American Indian or Alaskan Native – none
- Asian – 3 teachers (1%)
- Black or African American – 107 teachers (41%)
- Native Hawaiian or Other Pacific Islander – none
- White – 118 (41%)
- Preferred no to answer – 35 teachers (13%)
- Selected Hispanic, Latino/a, or Spanish origin – 21 teachers (8%)

2019 STAR Rating Status

- 1 Star – 28 teachers (13%)
- 2 Stars – 31 teacher (14%)
- 3 Stars – 21 teachers (9%)
- 4 Stars – 53 teachers (24%)
- 5 Stars – 16 teachers (7%)
- Did not recall or not applicable – 74 teachers (34%)

